

Why is social emotional competence important?

- Professionals and programs that support young children and their families can help families build protective factors that decrease the likelihood of abuse and neglect. A child's social and emotional competence is one of five protective factors influenced by the quality of care and education that children experience.
- The Wisconsin Model Early Learning Standards provide a framework of developmental expectations to inform programs when choosing curriculum and assessment tools. It includes a developmental continuum, rational, program and performance standard related to all domains, including the social emotional domain.
- The brain is the only organ that changes in response to experience after birth. High quality infant, toddler and preschool experience can help shape solid, healthy neuro-pathways that remain for a lifetime.
- Children birth to five who have a strong social emotional foundation experience more academic success, fewer negative interactions with adults, and more friendships with peers.
- Without quality intervention, children who exhibit challenging behavior, especially aggressive behavior in preschool, tend to continue this pattern of behavior throughout school.
- Early care and education systems that implement the Pyramid Model across their programs report higher job satisfaction ratings and lower staff turnover rates. These factors contribute to increases in nurturing and responsive care giving for young children.
- A 2005 Yale study found that, nationally, rates of expulsion for prekindergarten children were 3 times higher than rates for K-12 students.

Center on the Social Emotional Foundations of Early Learning (CSEFEL) staff are providing technical assistance to a multi-agency Wisconsin collaborative leadership group to support and ensure state-wide implementation of the Pyramid Model. The leadership group includes representatives from:

- Children's Trust Fund
- Cooperative Educational Service Agency #11
- Department of Children and Families
- Department of Health Services/B-3
- Department of Public Instruction
- Higher Education
- Parents Plus
- Supporting Families Together Association
- The Registry
- UW-Extension
- Waisman Center
- Wisconsin Alliance for Infant Mental Health
- Wisconsin Division for Early Childhood
- Wisconsin Early Childhood Association
- Wisconsin Head Start State Collaboration Office
- Wisconsin State-Based Training and Technical Assistance Office

Planning and implementation in Wisconsin is supported through funding by the Center on the Social Emotional Foundations of Early Learning, Department of Health Services, B-3 American Recovery and Reinvestment Act funding, DPI preschool discretionary grant funding to CESA 11, the Wisconsin Alliance for Infant Mental Health and the Department of Children and Families.

Social Emotional Foundations of Early Learning in Wisconsin

A developmentally appropriate, evidence-based framework designed to promote social and emotional competence in young children ages birth to 5.



Promoting Social Emotional Competence in Wisconsin's Young Children

Implementing Program Wide Positive Behavior Supports for Young Children

What is social emotional competence?

Social and emotional competence involves a child's ability to regulate and express emotions and form close and secure relationships. It involves skills such as self confidence, curiosity, motivation, persistence and self control.

Good news!

In March 2009, Wisconsin was awarded a three year training and technical assistance grant from the national Center on the Social Emotional Foundations of Early Learning (CSEFEL).

CSEFEL's mission is to promote social emotional development in children ages Birth to 5 through implementation of the Pyramid Model.

The Pyramid Model is a tiered prevention and intervention model to prevent and address challenging behavior through evidence-based practices. Implementation of the Pyramid Model builds upon the foundation of common developmentally appropriate expectations, language and responsibilities outlined in the Wisconsin Model Early Learning Standards.

Wisconsin's vision is to have comprehensive, cross-disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families. This professional development will include training and coaching support to implement the Pyramid Model across programs that support young children and their families.

For more information:
www.collaboratingpartners.com
www.vanderbilt.edu/csefel

Quality programs make a difference !

The Center on the Social Emotional Foundations of Early Learning (CSEFEL) Pyramid Model is a framework for intentionally supporting the social emotional foundations of early learning.

- Yellow Foundation: The foundation for all of the practices in the pyramid are the **systems and policies** necessary to ensure a workforce able to adopt and sustain these evidence-based practices.
- Blue Tier: **Universal supports** for all children through nurturing and responsive relationships and high quality environments. The behavioral needs of 80% of children can be met here.
- Green Tier: **Prevention** which represents practices that are targeted social emotional strategies to prevent problems. The behavioral needs of an additional 15% of children can be addressed here.
- Red Tier: **Intervention** which is comprised of practices related to individualized intensive interventions. The remaining 3-5% of children will require the intensive interventions of this tier. Programs that have implemented the lower tiers have improved capacity to individualize interventions. Implementation of universal and prevention supports improve the capacity of programs to individualize intervention.

What does it involve?

Commitment... Implementing positive behavior supports across a program takes time, resources, effort and energy. Programs must feel *strongly* that this effort is a priority for them.

Leadership ...Sustaining the effort requires a team of individuals who will examine policies and practices so that efforts are streamlined and supported.

Training with on-site coaching support ...Research shows that training alone will not create lasting program change. On-site coaching includes observation of current practices, assistance in developing an action plan, training in the framework and strategies, and on-site visits and guidance to support implementation of teaching practices with enough intensity and focus to make a change.

